

Michigan Child Care Matters

MICHIGAN DEPARTMENT OF CONSUMER & INDUSTRY SERVICES
Bureau of Family Services
Division of Training & Consultation



UNDERSTANDING & MANAGING
CHILDREN'S BEHAVIOR

Issue 62 Winter, 2003

Director's Corner



Recently the Bureau of Regulatory Services underwent a major reorganization. We are now the Bureau of Family Services, which better reflects the services we provide to families by licensing and regulating child care, child welfare, adult foster care and home for the aged facilities.

More significantly, we have changed the way we do business. The bureau has changed from a program based (adult foster care, child day care, and child welfare divisions) to a function based (licensing, consultation and training, and investigation and disciplinary action divisions) structure.

By centralizing the processing of routine paperwork to administrative support staff in Lansing, licensing consultants will be able to focus on their primary roles of inspecting facilities, providing consultation and training and conducting investigations.

As part of the bureau's reorganization, we developed responses to some frequently asked questions:

Isn't this plan going to eliminate services?

No. Unlike previous early retirement reorganizations within this bureau, this plan does not eliminate any services, nor are there any plans for "extending" licenses, eliminating interim inspections, or going to non-expiring licenses. In actuality, the quality of services will be increased because staff will be responsible for only one role and will be able to concentrate on ensuring that inspections and investigations are conducted in a timely manner.

Licensees count on the relationship they have with their consultant. Now they don't know who will be coming out. How can that be a good thing?

It is true that with this plan, consultants do not have a specific caseload, and different consultants will be interacting with licensees. Rather than negative, this can be looked at as a positive change. Currently, most

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What Children Can't Do ... Yet

Dan Hodgins
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When working with children keep in mind what they are ready for and what they are not; what they can do and what they are unable to do ... yet.

I can't share.

Children use possession of objects as a device to understand autonomy. Just as babbling comes before talking, so owning comes before sharing. To share fully, a child must first fully possess.



I can't say, "I'm sorry," and mean it.

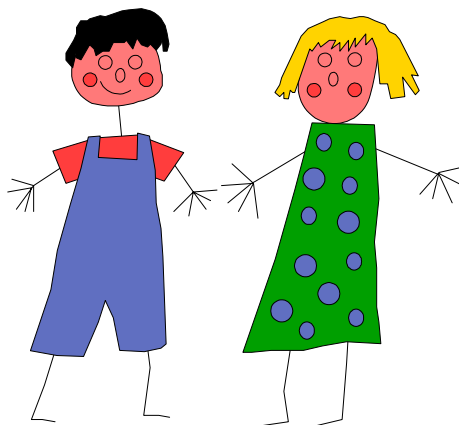
Saying "I'm sorry" has little meaning to the young child. To say "I'm sorry" and understand what you are saying, you must also be able to understand how the other person feels.

I can't remember what you told me.

Most children remember only what is important to them. A child may not remember that you just told them to walk, and not run, while outdoors. Adults often forget that children have trouble remembering.

I can't focus on more than one task at a time.

"Pick up your toys, put on your shoes, and wash your face; we are going out to play." This command has three more tasks than a young child is able to focus on. Most young children will remember the last task or the task most important to them. With the above command, all the child may focus on is that he or she is going out to play.



I can't understand negative commands.

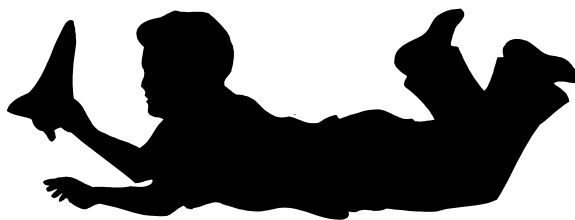
If a child reaches to put his or her finger in an electric wall outlet and you say "Don't," the child is confused because he or she doesn't know how to reverse their action. Saying, "Pull your hand back, that's dangerous" gives the child a positive action to take.

I can't measure.

When you want a child to pour a glass of milk or juice and you hand him or her a full pitcher, expect the child to pour all the milk into the glass, even if it pours all over the floor or table. Young children do not understand that all of the milk will not fit into the glass and so keep pouring until it's too late.

I can't tell you the truth when you set me up.

If you see a child do something inappropriate, and you ask if he or she has done it, the child will probably deny it. Don't ask the child if you know what happened. That only sets them up for failure.



I can't sit still for very long.

Young children are often told to sit still, while their bodies are telling them to move. When the large muscles in a preschooler's arms and legs are growing rapidly, they cry out for exercise. As a result, preschoolers feel a need to move about.

I can't play with other children until I'm ready.

Children go through different stages of social interaction. If allowed to grow at their own pace, they will begin to interact with other children when they are ready.

I can't tell the difference between reality and fantasy.

When a child has a bad dream, it is very real to him or her. Telling a child not to be a "baby" does not help. Playing fantasy is real for the child and very important for control and development.

I can't express myself in words very well.

Children resort to physical means of communication because they often don't have the verbal skills to express frustration and other feelings. You can help by giving the child words to use.

I can't wait.

Try not to put children in situations where they have to wait for long periods of time. Waiting often makes taking turns difficult.

I don't understand right and wrong.

Because young children don't understand cause and effect relationships, they can't fully understand right and wrong. A young child does not understand intentional versus unintentional actions, can only see issues from his or her own perspective, and views issues as black and white.

I can't be ready until I'm ready.

Children all grow and develop at different rates. Don't compare children or force them to do things before they are ready. ❖



Positive Discipline Through Appropriate Program Scheduling, Activities and Equipment

Judy Levine

Michigan Department of Education

There are several variables that influence the behavior of children in a childcare setting that are controlled by the caregivers. These include program planning and implementation, program schedule, program components, and room arrangement.

1. Program planning and implementation.

Lessons should be well thought through before implementation. Activities should reflect the developmental needs, interests and abilities of children. The plans should include the equipment (everyday or special) that will be needed in order for the activities to be successful. Equipment may be set up either at the end of the day for the next morning, or in the early morning, before the children arrive. Trays or baskets may be used to help them organize all the materials and equipment needed for each activity. By being prepared for the children before they come, you will be able to give your full attention to the children and children will have fewer reasons to engage in non-constructive activities. The need for disciplining children should therefore be reduced.



2. Program schedule.

Schedules of activities provide caregivers and children with a guideline of activities and events that follow one another. The schedule of activities should also flow smoothly providing children with opportunities for passive play, such as large group, story time, and music time, and active play such as free play, creative movement, and outdoor activities.

At no time should children be expected to sit for more than 15 or 20 minutes, unless they show by their actions that they continue to be attentive to the activity. The caregiver should refrain from scheduling several sitting activities in a row. Young children generally do not have the ability or attention span to sit so long.

The schedule of activities should be flexible, thereby reflecting the children's needs and interests. If an activity does not hold the children's attention, cut it short. If children are engrossed in an activity, lengthen the time of involvement. Little time, if any, should be given where children sit idly waiting for another activity to

begin. Books and records are two excellent means of keeping children's attention during transition periods and at the same time promoting language development.

Well-scheduled activities will result in a more successful smooth operation and will reduce the need to discipline children.

3. Program components.

Activities, which are appropriate to the age, abilities, developmental needs and interests of the children enrolled in the program, should be offered.

They need to be challenging, inviting, and interesting. You may wish to include special activities for inclement weather days or just to change the routine. Throughout the day, and especially during free play, a variety of activities should be offered simultaneously to allow children to choose only those in which she wishes to participate. Activities during this time might include dramatic play, block and vehicle play, manipulative toys, art activities, science activities and experiments, food preparation and large muscle activities.



Activities for older children might include box games, arts and crafts activities, science experiments, food preparation activities, and more competitive sports.

Exploring activities that promote discovery and learning generally keep children's attention and involvement. There are fewer opportunities for non-constructive behavior to develop and therefore fewer instances where a child may need to be disciplined.

4. Room arrangement.

Equipment should be arranged so that the more quiet activities are grouped closer together and the more active, noisy activities are grouped together. Each area should be inviting and contain enough space so that one activity does not interfere with another. Toys can

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Working With Parents to Promote Positive Discipline

Carolyn King,
former Area Manager
Washtenaw County

"You can spank him if you need to." "She was terrible this morning." "I want you to make her stand in the corner all morning." "Make her eat all of her food."

As a day care provider, you have probably heard a statement like one of these from a parent. The parent is asking you to discipline his child in a manner prohibited by the licensing rules and inappropriate if you are using positive child management techniques.

You may often feel at a loss as to how to handle these requests without alienating the parents. It may even seem easier to use the same methods as the parents do. It is important to remember that you are in charge and have an opportunity to teach at these moments. Not only will you be showing the child that there are other ways to help him gain control of behavior, but you will be teaching the parent as well.

It may be enough to tell a parent that licensed providers are not allowed to use any child-handling method that does not promote the child's self-esteem and self-control. But it is also a perfect time to educate that parent about positive ways to guide and direct children. You may not be able to elaborate as the parent is rushing off to work, but a short conference by telephone or by appointment may be helpful.

Most of these situations can be avoided by writing a complete discipline policy that you go over carefully with the parent from the beginning. Your policy should stress the type of environment you are trying to create for the children in your care. Safe, loved, happy, fun, cared about, and respected are words providers often use when asked to describe the environment they want to create for the children in their care.

It is also useful to indicate what it is you are trying to teach the children through discipline. The adult who cares enough to discipline a child teaches respect for others, sets limits, transmits values, and provides consequences for behavior. The result is a child who learns to control his own behavior. Self-control, in turn, builds self-confidence and self-esteem.

The methods used to manage children must be consistent with what you are trying to teach the children and achieve the type of environment you wish. Discipline that includes yelling, scolding, hitting and belittling does not model respect nor build self-esteem. Child

management that tells a child what is expected, rewards positive behavior, and encourages choices will foster self-control and a sense of security.

Your discipline policy should state the many positive ways that you manage behavior and include such things as having simple rules and reminding the children of the rules when necessary. Redirecting behavior or altering the environment is effective, particularly for very young children. Having a predictable schedule each day and plenty of age-appropriate activities and toys keep the child positively engaged. Discipline is not needed, as frequently, when there is enough to do.

Take the time to familiarize parents with your philosophy and methods from the beginning. By consistently using the methods you have outlined in your policy, you teach the parents about you and about positive child management techniques. They will be less likely to ask you to spank, or humiliate a child, and if they do, you have only to remind them of your policy and why it exists.

Human beings, whether they are adults or children, will respond to clear expectations offered in a consistent, respectful manner. Your parents may need your positive management techniques as much as the children do. By sharing your knowledge, you build a partnership with the parents. Child management becomes more consistent at home and at day care and everyone concerned wins. ❖



Directors Corner, from page 1

licensees see their consultant only once a year, unless a complaint is received. In most instances, this is not much of a “relationship.” Having different consultants interact with licensees provides a type of quality assurance in the enforcement of regulations. For licensees who request technical assistance or consultation, an entire unit is dedicated to providing that assistance.

What about consultation? Isn't that why we have consultants?

Licensing consultants are required to have at least a master's degree. Many do have additional experience. The plan does not take that away, it only focuses them on one particular part of the job. A highly educated person is not necessary to intake complaints or to address the paper process of license applications. By assigning those functions to other staff, consultants are able to handle the functions for which they were trained.

What about our files? If there aren't caseloads, how do we know where things are located?

The master files for licensing and disciplinary action will be maintained in Central Office. A central repository will eliminate the need to contact field offices every time there is a FOIA request for a licensing or disciplinary file. Additionally, files will be set up and maintained consistently, something that is not currently the situation.

How will people know whom to call with questions?

If the call pertains to license applications, renewals or administrative rules, contact the Licensing Division. If it pertains to on-site inspections, training, consultation, or variances, contact the Consultation and Training Division. If it pertains to a complaint investigation or disciplinary action, that division can be contacted. Of course, Central Office is always available to respond to questions or direct calls. Those phone numbers are found elsewhere in this issue of Michigan Child Care Matters.

Staff are experts in programs. Why change their functions?

Because 40 percent of the bureau has retired and the way things were formerly done won't work anymore. Our enabling statutes don't mandate certain actions only when fully staffed. We are always required to do them. This is a different way of getting the job done.

The bureau has been understaffed for a long time and not able to meet all objectives. How can this possibly work?

The new bureau database has provided valuable information in the analysis of workload. By eliminating many of the time consuming functions that don't require a consultant's expertise and focusing consultants on one particular function, they will easily be able to complete the tasks assigned. Simply put, this is a much more efficient process.

What about our customers?

We are still there for our customers. In fact, we will be there more promptly because we will have the option of assigning inspections or investigations to available staff, rather than based on a consultant's caseload.

This is going to confuse everyone.

Any change results in some confusion. Because consultant and management staff are professionals, they will easily acclimate to this process. Managers are managers and will be able to respond to consultant questions. Again, Central Office is available to provide assistance.

Jim Sinnamon, Director
Training and Consultation Division

Positive Discipline, from page 4

be sorted and stored in individually marked containers on marked shelves so children can find equipment as well as return it to its proper place.

Observe the successes and weaknesses of the room arrangement and change it accordingly. Since caregivers and children “live in a space” for a good portion of their day, the environment must be conducive to learning and just being. Proper utilization of the equipment and space will reduce the need for discipline.

All childcare programs require planning and organization. The degree and type of organization will vary based on the number of children in your program. ❖

TIPS FOR HANDLING COMMON SITUATIONS WITH CHILDREN

The origin of these tips is unknown, but over the years it has been used and expanded by Mabel Pitts, former director of programs, Day Care and Child Development Program Division in the Texas Department of Human Resources, and others. These situations, frustrating though they may seem, may take on a new light when considered from a child's point of view. The tips might help keep you from climbing the walls.

The child:	It may mean the child:	So do not:	You might try:
Becomes angry	<ul style="list-style-type: none"> • Is not successful in doing something important to the child personally. • Has been told <i>stop</i>, <i>no</i>, and <i>don't</i> too many times. • Is being made to do something he/she doesn't want to do. • Feels frustrated from too many demands by adults. 	<ul style="list-style-type: none"> • Become angry. • Allow a tantrum to become extreme. 	<ul style="list-style-type: none"> • Remembering anger is normal and may be expected. • Observing when the child gets angry and at whom the anger is targeted. • Observing if the child is able to express anger in acceptable ways. • Providing a safe outlet for the child's feelings such as vigorous play, punching bag, or finger painting.
Steals	<ul style="list-style-type: none"> • Wants something. • Is ignorant of property rights. • Is imitating someone. • Has unsatisfied needs. • Has hostile feelings. 	<ul style="list-style-type: none"> • Scold or shame the child. • Punish or reject the child. • Humiliate the child 	<ul style="list-style-type: none"> • Being kind and understanding. • Observing the frequency of stealing, the objects taken, from whom the child steals, and the reaction when caught. • Showing respect for the child's possessions. • Helping fill the child's needs and discussing why a person cannot have or do some things. • Letting the child own things to get a sense of mine and yours. • Helping the child make friends.
Lies or Fibs	<ul style="list-style-type: none"> • Has a vivid imagination. • Is imitating someone. • Wants to please. • Fears punishment. • Likes to exaggerate. • Is seeking attention. 	<ul style="list-style-type: none"> • Show how upset you are. • Punish, shame, or reject the child. • Preach or predict the child will come to a bad end. • Make the child apologize. 	<ul style="list-style-type: none"> • Relaxing and trying to look for the reason. • Telling the child the truth yourself. • Giving attention to who the child is and what he or she does. • Providing the child with opportunities for enriching the imagination. • Helping the child discover the difference between fact and fancy.

The child:	It may mean the child:	So do not:	You might try:
Refuses to eat	<ul style="list-style-type: none"> • Is showing the normal decrease in appetite that occurs about age 2 ½ when growth slows down. • Is not hungry. • Does not feel well. • Dislikes a particular flavor or texture. (Children's tastes are stronger than adults.) • Is imitating someone. • Is trying to be independent. • Is trying to get attention. 	<ul style="list-style-type: none"> • Make a scene. • Reward or bribe the child to eat. • Threaten the child. • Punish the child for not eating. • Force the child to eat. 	<ul style="list-style-type: none"> • Being casual and calm. • Making food interesting and attractive. • Enjoying food with the child. • Introduce new foods a bit at a time and only along with favored foods. • Helping the child learn to feed and serve himself. • Serving small portions. • Serving rejected food in a new way. • Involving the child in preparation of food.
Won't share	<ul style="list-style-type: none"> • Is too young (under 3 years of age). • Needs experience in owning and sharing. 	<ul style="list-style-type: none"> • Snatch from the child. • Scold the child. • Tell the child you do not like him/her 	<ul style="list-style-type: none"> • Loving the child and helping the child feel secure. • Being a fair umpire in children's squabbles. • Observing the situations in which the child has difficulty sharing. • Being sure the child has things that are just his or hers - allowing children to experience ownership. • Having enough materials for each child.
Has fears	<ul style="list-style-type: none"> • Has a feeling of strangeness, such as encountering something for the first time. • Needs the closeness of an important adult and wants to know where the person is. • Has had a previous painful experience. • Has some feelings of guilt or lack of love. 	<ul style="list-style-type: none"> • Shame or threaten the child. • Make the child go toward the thing that is feared. 	<ul style="list-style-type: none"> • Reassuring and comforting the child. • Telling or showing the child where the important adult is. • Observing the situations that frighten the child. • Preparing the child for new situations. • Spending extra time with the child. • Teaching the child caution for real danger.

The child:	It may mean the child:	So do not:	You might try:
Demands attention	<ul style="list-style-type: none"> • Has been directed by adults or entertained by TV and is therefore inexperienced in independent creative play. • Has an interest in you. • Is tired, not feeling well, or hungry. • Feels left out, insecure, or unloved. 	<ul style="list-style-type: none"> • Ignore or isolate the child. • Shame the child. • Scold or punish the child. 	<ul style="list-style-type: none"> • Attending to the child's physical needs. • Showing interest in the child as a person. • Observing when the child demands attention. • Providing interesting things for the child to do. • Praising the child for effort and success. • Sharing yourself with the child.
Runs away	<ul style="list-style-type: none"> • Wants to be independent or to explore. Feels bored. • Is afraid and wants to return to own family. • Needs privacy and time to be alone. • Is rebelling. • Feels unwanted and is trying to punish you for not showing love. 	<ul style="list-style-type: none"> • Make a scene. • Cry or make a fuss over the child. • Punish or tie the child up. • Remove the child's privileges. • Unduly restrict the child. 	<ul style="list-style-type: none"> • Letting the child know you love him/her, and that the child was missed. • Determining that your program is interesting and satisfying so children won't want to run away. • Taking safety precautions with the environment so the child sees a controlled environment rather than you as a jailer or partner in a run-away game. • Reassuring the child. • Setting up safe ways and places for the child to get away and be alone.
Uses foul language	<ul style="list-style-type: none"> • Doesn't know any better. • Is imitating someone. • Is trying something new, or making a joke. • Is letting off steam. 	<ul style="list-style-type: none"> • Show embarrassment. • Get excited. • Scold or punish the child. • Over-emphasize the incidents. 	<ul style="list-style-type: none"> • Ignoring the child. • Observing when foul language is used. • Offering a substitute for the word. • Teaching the child new, extra long words. • Suggesting another, healthy outlet.
Is jealous	<ul style="list-style-type: none"> • Feels replaced by a new person in the family - baby, step-parent, or live-in adult. • Has been unfairly compared to other children. • Has been given unfair treatment or favoritism. 	<ul style="list-style-type: none"> • Shame the child. • Ignore the child. 	<ul style="list-style-type: none"> • Giving warmth, love, and understanding. • Discussing the child's feelings one-to-one. • Observing how the child copes with jealousy. • Promoting good feelings about who the child is and what he or she can do.

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The child:	It may mean the child:	So do not:	You might try:
Bites	<ul style="list-style-type: none"> • Is still trying to put everything in the mouth (toddler). • Is teething and needs objects or harder foods to chew on (toddler). • Is using biting instead of words to communicate (toddler). • Does not understand that biting hurts (toddler). • Feels frustrated and has not developed other, more positive coping skills (pre-schooler). 	<ul style="list-style-type: none"> • Bite the child back. • Encourage another child to bite the child. • Make the child bite soap. • Force the child to say, "I'm sorry." 	<ul style="list-style-type: none"> • Providing close supervision of the biter and being ready to step in to protect other children. • Comforting the victim first. • Tell the biter that biting hurts. • Involve the biter in comforting the victim by bringing a cool, wet towel to put on bite. • Providing an object to bite, such as a pillow or chewy toy. • Observing when the child bites, who the victim is, and the child's reaction after biting. • Helping children use words to cope with frustration. • Thinking about your time schedule, equipment, activities, and guidance techniques. • Are they creating or reducing stress for the children? • Informing parents of the problem, stressing how typical biting is, and describing your plan to handle the problem.
Can't fall asleep	<ul style="list-style-type: none"> • Is learning a new routine. • Does not feel sleepy. • Feels afraid. • Does not feel comfortable. • Wants attention. • Is interested in other things. 	<ul style="list-style-type: none"> • Completely darken the room. • Reward or bribe the child. • Threaten the child. • Scold or punish the child. • Put the child to bed as punishment. • Tie or restrain the child. • Disrupt the entire nap time. 	<ul style="list-style-type: none"> • Planning a napping chart that carefully places children in the room. • Avoiding over-stimulation near nap time. • Reading, singing, or playing with the child before putting the child to bed. • Playing soft background music. • Seeing that the child's needs are met before going to bed. • Tucking the child in with true affection. • Allowing the child to look at books or play with quiet toys. • Offering assurance that you will wake the child up (before snack, when the others wake, first, or for whatever is important). • Putting the child back to bed kindly but firmly. • Planning quiet activities for children as they wake up so they don't just lie on the cot.

LICENSING UPDATE

BUREAU OF FAMILY SERVICES CONTACT INFORMATION

Application Requests

Call the Licensing Division at 517-241-2488

Licensee Inquiries

Call the Licensing Division at 517-241-2488

Training/Consultation Inquiries

Call the Training and Consultation Division at 517-373-8300

To File a Complaint

- ♦ Fill out the on-line complaint form at www.michigan.gov/cis/
- ♦ Fax the internet form to the Complaint Intake Unit at 517-241-1680
- ♦ Send an e-mail to gjhacke@michigan.gov
- ♦ Mail the complaint form to:
Bureau of Family Services
Complaint Intake Unit
7109 W. Saginaw, 2nd Floor
P.O. Box 30650
Lansing, MI 48909-8150
- ♦ Call the Complaint Intake Unit at 866-856-0126 (toll free)

click on Child Day Care Program. Under the Resources heading is the link to Child Day Care Forms.

Forms may also be requested via a "Request for Child Day Care Forms." The request may be mailed to:

Bureau of Family Services
7109 W. Saginaw
P.O. Box 30650
Lansing, MI 48909

Accident/Incident Reports

As a licensed provider, you must notify the Bureau of Family Services if a serious accident or injury occurs to a child in your care. The specific rule requirements for reporting these incidents are:

1. **Child care centers** are required to report "an accident or illness, occurring while a child is in care, which results in hospitalization or death" [R400.5111(2)].
2. **Family and Group child day care homes** are mandated to report an "accident or illness which results in emergency treatment or hospitalization at a health facility or which results in a death . . . while a child is in care" [R400.1808(1)].

If the incident does not meet the above criteria, please do not submit an Accident/Illness report, as it is not required.

With the reorganization of the Bureau of Family Services, **ALL** of the required reports are to be sent to the Investigation Unit. Given the volume of reports and complaints being received, licensees should not fax Accident/Incident reports to Lansing. Instead, please **mail** these reports to:

Bureau of Family Services
Investigation Unit
7109 W. Saginaw
P.O. Box 30650
Lansing, MI 48909

These reports will be reviewed by licensing consultants to determine what, if any, follow up is needed.

How To Order Forms

There are several ways you can obtain BFS forms you need for your child care business. You can download many forms from the Bureau's website. To access our website go to <http://www.michigan.gov/cis>. From there, click on Family and Health Services – located on the left hand side of the page – and then

Ensuring the Optimal Opportunity For A Successful Child Care Experience

Marguerite Morgan, CSW/PhD

Arbor Circle Child Care, Consultation Program Coordinator
Grand Rapids, MI

Timmy is a three-year-old red haired boy who is having difficulty adjusting to the neighborhood childcare center he attends while his parents are working. Center staff report that traditional methods of behavior management, i.e. redirection and time-outs have not been effective to stop Timmy from biting the other children. The parents of the children he has bitten have voiced concerns about Timmy's behavior. The director's attempts to discuss these concerns with Timmy's parents have resulted in criticism of the staff's lack of interesting activities and structured routine. Animosity has developed between the center staff and Timmy's parents making it impossible for them to come together to help him succeed. Do you have a child in your childcare setting similar to Timmy, whose behavior challenges are preventing a successful childcare experience?

The Arbor Circle Child Care

Consultation Program (a part of the Michigan Pre-school Expulsion Prevention Projects) provides assistance to families and childcare center staff in addressing the needs of children age birth to five who are most vulnerable to expulsion or withdrawal from childcare. This new project, funded by the Michigan Department of Community Health, began in late November 2001 and is designed to provide mental health – childcare consultation and technical assistance services to families in Kent County.

The master's level child care consultant provides education to childcare staff regarding challenging child behaviors, an understanding of the infant or toddler's childcare experience, creative problem solving, completion of the Devereux Early Child Assessment (DECA) and feedback regarding set up and environment of the classroom. Parent consultations include discussions regarding normal child development, gaining insight into their child's coping strategies, creative problem solving, and referral for ongoing intervention. The childcare consultant brings everyone's perspective of the child together in order to implement strategies at home and in the childcare setting that support each other. Thus, giving the child the optimal opportunity for a successful childcare experience.

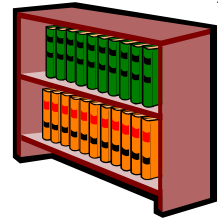
The potential outcomes of the Child Care Consul-

tation Program are improving adult-child interactions and quality of care, reducing parental and caregivers stress, enhancing parenting skills and the social competency and learning of the child. *A parent who received childcare consultation services in Kent County commented, "I like my child better." A child remarked, "They don't call my name as much." A teacher stated, "I spend more time with the children, less time putting out fires."*

During the first nine months of the program, consultation services were provided to 55 childcare centers and approximately 609 children had benefited from the childcare consultation interventions. In addition to consultation services, a Childcare Consultation Advisory Group was established to address the issues related to childcare expulsion in Kent County. Group members include early childhood professionals from a variety of agencies and programs. Currently, assertive efforts are being made to provide child care consultation services to family day care providers. For questions or to make a referral contact: Arbor Circle Child Care Consultation Program, 1101 Ball Avenue NE, Grand Rapids, MI 49505, (616) 456-6571. ❖



Resources: Understanding and Managing Children's Behavior



Bailey, B., Easy to Love, Difficult to Discipline: the Seven Basic Skills for Turning Conflict into Cooperation, Redleaf Press resource catalog, www.redleafpress.org.

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News From FIA

Childcare Expulsion Prevention (CCEP)

What is CCEP?

CCEP projects provide trained early childhood mental health professionals who consult with childcare providers and parents to support children under the age of six who are experiencing behavioral and emotional challenges in their childcare setting. Sometimes these challenges may put children at risk of expulsion. CCEP aims to reduce expulsions and increase the number of families and childcare providers who successfully nurture the social and emotional development of children ages 0-5 in licensed childcare programs.

Currently there are 13 CCEP projects serving 32 Michigan counties. Six are funded through the Family Independence Agency (FIA) and the Michigan Department of Community Health. These projects are a collaborative effort between the 4C Association and statewide community mental health agencies. The remaining programs are funded through alternative resources such as All Students Achieve Program – Parent Involvement and Education (ASAP-PIE).

What do the programs offer?

Each program has services unique to their area but most offer the following consultation activities to childcare programs and families:

- ◆ Observation and assessment
- ◆ Home visits
- ◆ Childcare site visits
- ◆ Team planning
- ◆ Training



Consultation services include a multi-faceted approach including prevention and intervention strategies that are strengths based, child centered and family focused, culturally sensitive and relationship based.

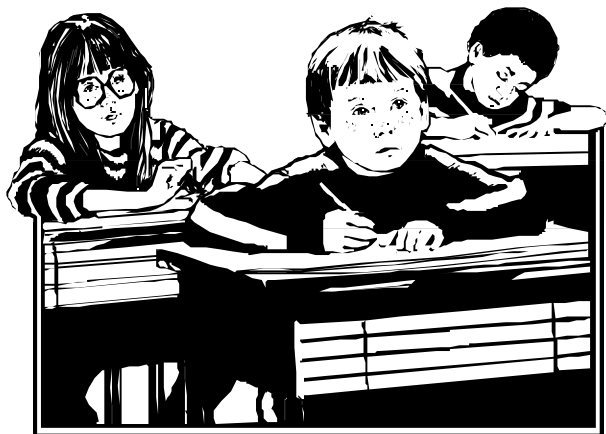
Why are CCEP programs needed?

- ◆ Roughly 12 million children under the age of 6 require childcare.
- ◆ The prevalence of challenging behavior among preschool-age children ranges from 3-15%.
- ◆ Childcare programs are expelling increasing numbers of “problem” children. One recent survey reported that during one year, nearly 2% of the children in a single Michigan county were expelled.

Research shows that early intervention is the key to helping children succeed in school. By enhancing the preschool experience, young children with behavioral difficulties and mental health needs are supported, enhance their social and emotional competency, and are better prepared for school.

How do I find out more about CCEP programs in Michigan?

You can contact Mary Mackrain, state-wide technical assistant at (248) 594-3250 or by e-mail at children@skynet.net. ❖



Consumer Product Safety Commission Infant/Child Product Recalls (not including toys)

- Kolcraft Recall of Toy Attachments on Baby Walkers
- Baby Trend Recall to Repair Infant Swings Sold at Toys R Us
- Oriental International Trading Company Recall of Baby Walkers
- Bikepro, Inc. Recall of Baby Walkers
- Dorel Juvenile Group Recall of Repair Infant Car Seats/Carriers
- Vermont Precision Woodworks Recall of Cribs
- Fisher-Price Recall for In-Home Repair of Infant Swings
- LaJobi Industries Crib Recall
- Little Tikes Swing Recall
- Evenflo Recall to Repair Home Décor Swing™ Wooden Baby Gates
- Safety 1st Fold-Up Booster Seat Recall
- Dorel Juvenile Group Cosco Playpen Recall
- Kolcraft LiteSport Stroller Recall

Details on these product recalls may be obtained at:

www.cpsc.gov/cpscpub/prerel/category/child.html

A complete listing of product recalls is available on the Bureau of Family Services, Child Day Care Licensing website

This publication provides topical information regarding young children who are cared for in licensed child care settings. We encourage child care providers to make this publication available to parents of children in care, or to provide them with the web address so they may receive their own copy. Issue 43 and beyond are available on the internet. **This document is in the public domain and we encourage reprinting.**

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Professional Development Opportunities

March 20, 2003

HOT TOPICS FOR CENTER DIRECTORS: RECRUITING, HIRING,
AND TRAINING STAFF

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May 8, 2003

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